

Contents

Preface ix

Acknowledgments xi

Meet the Authors xii

Meet the Contributors xiii

Part I Introduction to Special Education 1

1 The Emergence of Special Education 3

by Yvonne N. Bui & Edward L. Meyen

Historical Context 6

The Framework for Structuring and Implementing Public Policy 9

Contemporary Legislation 11

The Language of Public Policy 14

The Purpose and Definition of Special Education 15

Types of Special Education Services 15

Dominant Models of Service Delivery for Students With Exceptional Learning Needs 16

Identifying Exceptional Children 19

Defining Students With Exceptional Learning Needs 20

Incidence and Prevalence of Students With Exceptional Learning Needs 23

Six Principles of Public Law 94-142 24

1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA) 27

2004 Reauthorization of the Individuals with Disabilities Education Act 28

Summary 30

2 Cultural, Linguistic, and Instructional Diversity 33

by Yvonne N. Bui, Alicia Moore, & LaVonne Neal

Demographic Trends 35

Disproportionate Representation in Special Education 37

Linguistic Diversity	41
Second-Language Acquisition	42
Dialectal Variations	45
Inclusive Education	47
Nondiscriminatory Evaluation	49
Summary	54

3 Early Intervention and Secondary Transition: Family and Community Partnerships 57

by Keith Storey & Jane Squires

Early Intervention: The Key to Optimal Outcomes	59
Students With Disabilities: Transition to Adult Life	65
Summary	74

Part II Students With Mild to Moderate Disabilities (High-Incidence) 79

4 Specific Learning Disabilities 83

by Mary Brownell, Martha A. League, & Seonjin Seo

Who Are Students With Specific Learning Disabilities?	87
How Do States and Local Districts Define Specific Learning Disability?	88
What Are the Academic and Social Characteristics of Students With SLD?	88
What Causes Learning Disabilities?	90
How Many School-Age Students Have Learning Disabilities?	91
How Are Students With Learning Disabilities Identified and Served in Special Education?	91
Research-Based Interventions and Best Practices	94
Summary	102

5 Emotional/Behavior Disorders 105

by Stephen W. Smith & T. Rowand Robinson

Definition of Emotional or Behavioral Disorders	108
Characteristics of EBD	111
Causes and Prevalence	113
Assessment and Evaluation for Special Education and Related Services	114
Research-Based Interventions and Best Practices	117
Access to the General Education Curriculum and Settings	122
Summary	122

6 **Speech/Language Impairments and Communication Disorders 125**

by Cindy H. T. Lian

- Communication and Language Concepts 128
- Communication Disorders, Delays, and Differences 129
- Speech Disorders 130
- Language Disorders 132
- Assessment and Evaluation for Special Education and Related Services 137
- Research-/Theory-Driven Intervention and Best Practices 139
- Access to General Education Curriculum and Settings 140
- Technology Applications 143
- Summary 144

7 **Physical and Health Disabilities 147**

by Donna Lehr

- Definitions 151
- Characteristics of Physical and Health Disabilities 152
- Causes/Prevalence 154
- Assessment and Evaluation for Special Education and Related Services 159
- Research-Based Interventions and Best Practices 160
- Access to the General Education Curriculum and Settings 164
- Summary 165

8 **Gifted and Talented 167**

by Kimberley Chandler

- Related Definitions 169
- Characteristics of Gifted and Talented Students 171
- Prevalence and Identification 174
- Assessment and Evaluation for Special Education and Related Services 174
- Research-Based Interventions and Best Practices 174
- Access to the General Education Curriculum and Settings 181
- Summary 182

9 **Mild to Moderate Disabilities Instructional Perspectives 185**

by Yvonne N. Bui & Edward L. Meyen

- Assessment 187
- Planning for Curriculum and Instruction 190

Components of a Balanced Reading Program	192
Vocabulary Instruction	198
Reading Comprehension Instruction	199
Writing Instruction	203
Mathematics Instruction	207
Summary	213

Part III Students With Moderate to Severe Disabilities (Low-Incidence) 221

10 Cognitive and Developmental Disabilities 223

by Sean J. Smith

Definition of Mental Retardation	227
Prevalence	230
Causes of Mental Retardation	231
Assessment	234
Characteristics of Students With Mental Retardation	235
Research-Based Interventions and Best Practices	238
Access to the General Education Curriculum and Settings	242
Summary	243

11 Autism Spectrum Disorders 245

by Brenda Smith Myles, Anastasia Hubbard, Terri Cooper Swanson, Ronda L. Schelvan, & Alison Simonelli

Definition	247
Characteristics	248
Causes and Prevalence	250
Assessment and Evaluation for Special Education and Related Services	251
Research-Based Interventions and Best Practices	251
Access to the General Education Curriculum and Settings	253
Summary	255

12 Hearing Loss 259

by Sally Roberts

The Hearing Process	261
Hearing Mechanism	262
Definitions	263
Characteristics of Hearing Loss	266
The Deaf Community and Culture	267

Prevalence and Causes 268
Assessment and Evaluation for Special Education and
Related Services 270
Educational Evaluation 272
Research-Based Interventions and Best Practices 273
Communication 277
Summary 281

13 Visual Impairments 283

by Rosanne K. Silberman & Jane Erin

Definitions 285
Characteristics of Visual Impairments 286
Prevalence and Causes 288
Assessment and Evaluation for Special Education and
Related Services 291
Research-Based Interventions and Best Practices 293
Access to the General Education Curriculum and
Settings 299
Resources 302
Placements and Services 302
Summary 303

14 Moderate to Severe Disabilities Instructional Perspectives 307

by Edward L. Meyen & Yvonne N. Bui

Placing Disability Groupings in Perspective 309
Uniqueness and Similarities Among Students With Moderate
to Severe Disabilities 310
Instructional Strategies That Generalize 312
Balancing Functional/General Educational Curriculum 313
Universal Design for Learners 315
Self-Determination 320
Cooperative Learning 325
Alternate Assessment 328
Summary 331

Part IV Preparation for the Future 335

15 Emerging Technology 339

by J. Emmett Gardner & Dave L. Edyburn

Assistive Technology 341
Universal Design for Learning 345
Instructional Technology Applications 346
Functional Skills 358

Technology and Content Areas in Special Education	358
Supporting Instruction Using Web-Based Tools	359
Ongoing Professional Development	360
Summary	360
Professional Development Resources	363

16 Professional Expectations for the Profession 367

*by Mary Brownell, Anne G. Bishop, Dimple Malik,
& Lisa K. Langley*

The Changing Landscape of Education	370
Understanding and Upholding Expectations for the Profession	375
Surviving and Thriving as a Beginning Special Education Teacher	382
Summary	383

Glossary 385

Name Index 401

Subject Index 407